

Pupil premium strategy statement

This statement details Intake Primary Academy's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Intake Primary
Number of pupils in school	238
Proportion (%) of pupil premium eligible pupils	73/238 = 30.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 / 2022
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	
Pupil premium lead	Ian Simpson
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133155
Recovery premium funding allocation this academic year	£15000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£148155

Part A: Pupil premium strategy plan

Statement of intent

- *At Intake Primary Academy, we have high aspirations and ambitions for all our children and believe learners should be able to reach their full potential.*
- *All children, regardless of their background, academic ability or prior knowledge, should be able to access a rich and challenging curriculum.*
- *Spending of pupil premium supports pupils to overcome specific barriers faced by our disadvantaged pupils of all academic ability*
- *We aim to provide access to a variety of exciting opportunities and a rich and varied curriculum.*

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	The readiness for pupils to learn in class (pupils ready physically, mentally and emotionally to learn).
2	Baseline data is below age related with the prime areas: communication and language, physical development, personal, social and emotional development is significantly below for PP children.
3	Poor meta-cognitive skills (children's ability to think and reason about learning).
4	Many children do not have access to additional opportunities that are needed to provide a rounded education or develop characteristics that lead to successful employment.
5	Attendance and punctuality.
6	Opportunities to access resources: books and a lack of life experiences.
7	Lack of regular routines with home learning and lack of correct equipment in school – PE kit.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improvement in attendance for PP.	Gap between PP and national figures will have significantly closed. Target 96% for 2022 and 97% for 2023
PP fully participate in school curriculum visits and extra-curricular activities.	PP attend clubs after school (at least in proportion of PP in school) No PP is financially restricted from attending clubs or visits.
Children develop a love of books and reading – reading at an age appropriate level by the time they leave Primary school.	Children have read the Astrea 50 recommended reads for each Key Stage. Children choose appropriate books.
Gaps in learning are identified and targeted through bespoke targeted interventions	Assessment will show gaps are addressed and PP children will make expected progress.
LONGER TERM OUTCOME: Pupils have access to high quality books and other resources to enhance their life experiences and provide opportunities for speaking and listening.	Progress in English and expected levels in reading will be positive and above national. In 2022, reading to be at national.
LONGER TERM OUTCOME: Pupils will be given the opportunity to engage in a wide range of social and cultural experiences – sport, cooking, music	All pupils will attend visits and activities they would not normally have access to. By 2020 and 2021 evidence of increasing numbers of PP pupils completing the Astrea Promise activities.
Pupils' ability to learn will improve through their physical, emotional and cognitive readiness being met and enhanced.	Pupils are ready to learn without the need for extra interventions. Pupils' resilience and self-esteem will improve producing more independent learning traits. Reduction in termly behaviour incidents.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 113882

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adult to pupil ratio to be increased to allow for additional direct teaching.</p> <p>Increased adults:pupil ratio in lessons allows pupils to receive more 1:1 / group teaching. Live marking and feedback during lessons allows for immediate relevant interventions.</p>	<p>Larger ratio of adults means disadvantaged will have more access to direct bespoke feedback and more of the teacher's time. (Evidence shows that class size needs to be below 20 pupils per class teacher to show benefits of reducing class size)</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	2
<p>High quality teaching from teachers and Teaching Assistants (TAs) and quick feedback allow interventions to be instantly targeted where needed. TAs are able to pre-teach subject knowledge to identified groups.</p>	<p>Small group tutoring with teachers / TAs:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	2
<p>Assistant principal to run a whole school instructional coaching programme for teachers to enhance the teaching and learning within every curriculum subject.</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p> <p>https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit</p>	2 3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Curriculum will use vocabulary as one of its main drivers.</p> <p>Staff CPD will ensure vocabulary is taught consistently across the curriculum.</p> <p>English lead and T&L lead will have time out of class to drive vocabulary forward through school.</p>	<p>EEF research also shows that oral language interventions, emphasising the importance of spoken language and verbal interaction in the classroom, consistently show positive benefits on learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1</p> <p>2</p> <p>4</p> <p>6</p>
<p>Metacognition theory in teaching pedagogy will be developed in all adults.</p>	<p>Staff that attended CPD in the area of metacognition through the curriculum to provide CPD and curriculum input. This will be a school focus and staff CPD will ensure all staff understand the theory and latest research. The curriculum will be built around proven theory of how children learn – skills and knowledge in the long term memory.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>3</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 51861

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Nurture group provision.</p> <p>Magic breakfast – as well as staffing costs updating of breakfast facilities are needed.</p> <p>Pastoral team to work closely with the families of Pupil Premium so they receive the support and encouragement to</p>	<p>As a result of children's emotional needs being met, children make good progress academically across the year. They will be able to rationally assess situations and their emotions.</p> <p>All classes to have bagels through the week in addition to running breakfast club that will improve children's ability to concentrate in class.</p> <p>Attendance to be above 96%+ for PP children. Persistent Low Attendance to decrease.</p>	<p>1</p> <p>4</p> <p>5</p> <p>7</p>

<p>succeed from home as well as school. Parent support</p> <p>Attendance officer and additional EWO support to work with children to ensure they have good attendance. Work with families of persistent low attendance so they reengage with education.</p> <p>Access to the Trust counsellor to support children at their time of need. Work with children and families to enable children to be ready to learn – supporting their health and mental wellbeing.</p>	<p>Families previously with poor attendance to engage in and support school.</p> <p>Continue to keep exclusions below national.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p>	
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Total budgeted cost: £ 170743

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, results shown are from: NTS tests for Y1-Y5 in maths and reading; Year 6 sat previous 2019 SAT test; all writing was teacher assessed.

		% PP at Age Related (cohort)	% Non-PP at Age Related (Cohort)
READING			
	Y2	40 (15)	58 (24)
	Y3	55 (9)	63 (16)
	Y4	45 (11)	31 (22)
	Y5	40 (10)	65 (20)
	Y6	82 (28)	74 (23)
Writing			
	Y1	40	81
	Y2	40	58
	Y3	50	52
	Y4	75	70

	Y5	91	71
	Y6	68	70
Maths			
	Y1		
	Y2	46	58
	Y3	44	56
	Y4	66	18
	Y5	40	60
	Y6	79	70

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider